

**RUFFIN MIDDLE**  
155 Patriot Lane  
Ruffin, South Carolina 29475

**GRADES** 6-8 Middle School

**ENROLLMENT** 305 Students

**PRINCIPAL** Harry Jenkins 843-562-2291

**SUPERINTENDENT** Charles W. Gale Jr. 843-549-5611

**BOARD CHAIR** Mrs. Redell Fields 843-549-5772

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	25	6

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

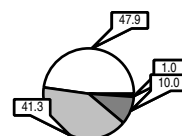
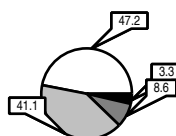
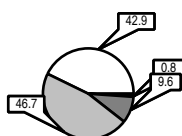
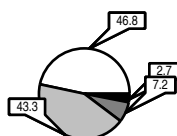
#### SOUTH CAROLINA PERFORMANCE GOAL




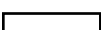
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**  
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**  
**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Below Average	N/A
2002	Below Average	Good	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	25	67	22
Percent satisfied with learning environment	76.0%	64.2%	66.7%
Percent satisfied with social and physical environment	84.0%	71.2%	77.3%
Percent satisfied with home-school relations	32.0%	69.2%	77.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	285	98.9	42.9	46.7	9.6	0.8	10.3	17.6
Gender								
Male	147	98.0	49.6	44.4	6.0	N/A	6.0	17.6
Female	138	100.0	35.9	49.2	13.3	1.6	14.8	17.6
Racial/Ethnic Group								
White	122	99.2	27.5	54.1	16.5	1.8	18.3	17.6
African-American	159	98.7	54.7	40.5	4.7	N/A	4.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	237	99.6	42.1	46.6	10.4	0.9	11.3	17.6
Disabled	48	95.8	47.5	47.5	5.0	N/A	5.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	285	98.9	42.9	46.7	9.6	0.8	10.3	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	284	98.9	42.7	46.9	9.6	0.8	10.4	17.6
Socio-Economic Status								
Subsidized meals	215	98.6	48.7	45.2	6.1	N/A	6.1	17.6
Full-pay meals	70	100.0	25.0	51.6	20.3	3.1	23.4	17.6

Mathematics								
All students	285	100.0	46.8	43.3	7.2	2.7	9.9	15.5
Gender								
Male	147	100.0	48.9	42.2	5.9	3.0	8.9	15.5
Female	138	100.0	44.5	44.5	8.6	2.3	10.9	15.5
Racial/Ethnic Group								
White	122	100.0	30.0	50.0	14.5	5.5	20.0	15.5
African-American	159	100.0	59.1	38.3	2.0	0.7	2.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	237	100.0	42.5	45.7	8.6	3.2	11.8	15.5
Disabled	48	100.0	69.0	31.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	285	100.0	46.8	43.3	7.2	2.7	9.9	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	284	100.0	46.6	43.5	7.3	2.7	9.9	15.5
Socio-Economic Status								
Subsidized meals	215	100.0	51.8	41.7	5.5	1.0	6.5	15.5
Full-pay meals	70	100.0	31.3	48.4	12.5	7.8	20.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	53	N/A	33.3	45.1	19.6	2.0	21.6
	Grade 7	63	N/A	42.6	52.5	4.9	N/A	4.9
	Grade 8	70	N/A	53.0	36.4	7.6	3.0	10.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	107	98.1	48.4	41.1	10.5	N/A	10.5
	Grade 7	91	100.0	35.3	52.9	10.6	1.2	11.8
	Grade 8	87	98.9	44.4	46.9	7.4	1.2	8.6

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	53	N/A	27.5	54.9	13.7	3.9	17.6
	Grade 7	63	N/A	53.3	30.0	15.0	1.7	16.7
	Grade 8	70	N/A	66.2	29.2	3.1	1.5	4.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	107	100.0	48.5	38.1	10.3	3.1	13.4
	Grade 7	91	100.0	42.4	44.7	8.2	4.7	12.9
	Grade 8	87	100.0	49.4	48.1	2.5	N/A	2.5

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 305)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 6.9%	6.8%	14.4%
Retention rate	N/A	N/A	3.6%	2.3%
Attendance rate	95.3%	Up from 93.5%	94.7%	95.2%
Eligible for gifted and talented	5.1%	Down from 5.2%	6.8%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.8%	Down from 20.2%	16.8%	14.1%
Older than usual for grade	10.2%	Up from 5.0%	7.5%	4.9%
Suspended or expelled	17.4%	Up from 4.0%	2.1%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	40.7%	Up from 36.8%	42.9%	47.1%
Continuing contract teachers	74.1%	Down from 84.2%	77.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.7%	Down from 92.8%	80.2%	84.3%
Teacher attendance rate	94.0%	Down from 97.6%	94.4%	95.0%
Average teacher salary	\$36,692	Down 0.7%	\$38,789	\$39,924
Prof. development days/teacher	6.9 days	Up from 5.0 days	11.2 days	10.7 days

School				
Principal's years at school	11.0	Up from 10.0	2.0	3.0
Student-teacher ratio	15.9 to 1	Up from 15.7 to 1	19.8 to 1	21.0 to 1
Prime instructional time	88.4%	Down from 89.7%	87.5%	88.9%
Dollars spent per pupil*	\$7,883	Up 18.6%	\$6,386	\$5,854
Percent spent on teacher salaries*	61.0%	Down from 61.2%	60.1%	62.0%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	94.8%	Up from 41.5%	88.1%	94.8%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Ruffin Middle School has prepared students to meet the challenges of the assessment system by using programs such as PACT Coaching and Challenge the PACT. Teachers utilized PACT - like questions on teacher - made assessments. Academic Plans were written for students scoring Below Basic on the PACT. These students were also scheduled for the Computer Lab utilizing the ORCHARD program for additional assistance in language arts and math. Title One funds, along with the Twenty - First Century and Community in Schools grants, allowed the school to provide the After School program. Other programs such as Sisters in Action, Men Above the Crew, Peer Mediators, Just Say No, D.A.R.E., and Jr. Beta Club supported students' self-esteem so they could function at their best in the classroom. The Guidance Department, along with the Career Specialist, gave students many opportunities to explore careers and occupations.

Ruffin Middle School's test data showed gains over the last three years in English/Language Arts and Math. Continued curriculum alignment and changes, innovative strategies, and new programs were used to improve language arts and mathematics.

Smoaks Middle School is now Ruffin Middle School. This was a great transition for us. However, it has been a productive year. We were recipients of the Palmetto Silver Award and parental involvement has increased immensely. With increased support from parents, many goals and challenges were achieved.

Principal Harry Jenkins

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.